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Call for Papers: Special Issue of the European Journal of Developmental Psychology

Posted on behalf of the European Association of Developmental Psychology's (EADP) European Journal of Developmental Psychology

Teachers' responses to bullying and victimization: (How) can they make a difference?

Important Dates

- 500-Word Letter of Intent /Abstract Due: December 15th, 2019
- Invitations to Submit a Full-Length Manuscript Sent: January 30, 2020
- Deadline for Manuscript Submissions: April 15, 2020

Submitted manuscripts should be no longer than 5000 words, inclusive of the abstract, tables, references, figure captions, footnotes, endnotes following the current requirements for publications by the European Journal of Developmental Psychology

Special Issue Guest Editors

The Guest Co-Editors involved in the selection process are:

- Prof. Hilde Colpin (KU Leuven University, Belgium)
- Prof. Ersilia Menesini (Florence University, Italy)

- Prof. Sheri Bauman (University of Arizona)

Special Issue Aims

Teachers are in an influential position as educators and agents of socialization, helping to promote healthy relationships among students and to prevent negative interactions (Gest and Rodkin, 2011; Smith et al., 2004; Yoon and Bauman, 2014). Teachers are often present when an episode of bullying occurs, and they are often the first adults that students contact (Wachs et al., 2019). Teachers could react in a number of ways after a bullying episode, including intervening, observing the situation, not intervening, ignoring and trivializing the bullying (Rigby, 2014).

During the World Anti-Bullying Forum 2019 in Dublin we presented a symposium, “Teachers’ Responses to Bullying Incidents”. Looking at the participation and the inspiring discussion that followed, it was clear that the topics of "what teachers do" in bullying situations is a new interesting area of investigation that is becoming more and more relevant both for scholars working on basic research and for applied purposes in terms of intervention components.

Hence, we are collecting contributions for a Special Issue on "*Teachers’ responses to bullying incidents: (How) can they make a difference?*". This special issue aims at contributing to the state of the art of research in this area and to outline directions for future research.

The special issue will contain up to 13 empirical papers, a review introduction on the state of art (Colpin and Menesini) and a discussion paper about the main results of the articles published (Bauman).

Manuscript Submission

Initial letters of intent, with an abstract of approximately 500 words, should be submitted electronically to **Hilde Colpin (email: hilde.colpin@kuleuven.be) on or before December 15, 2019**. The abstracts will be reviewed by the guest editors, with the expectation that authors will be invited to submit completed papers by January 30, 2020. Full Paper Submissions will be due on or before April 15, 2020. All submissions will be subjected to a blind peer-review process and are expected to follow the journal’s regular guidelines for submissions. Submitted manuscripts should be no longer than 5000 words, inclusive of the abstract, tables, references, figure captions, footnotes, endnotes following the current requirements for publications by

European Journal of Developmental Psychology.

Final Publication can be expected in 2021.